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ABSTRACT

Learning objectives and specifications are provided for use by teachers and test development specialists. Beginning with the 1985-86 school year, the Texas Educational Assessment of Minimum Skills (TEAMS) tests have been based on the objectives in this publication. For grade 9 mathematics, these objectives are: (1) identify the relationship among decimals, fractions, and percents; (2) add and subtract fractions; (3) multiply and divide decimals; (4) solve two- or three-step word problems; (5) solve word problems using ratios, proportions, and percents; (6) solve personal finance problems; (7) solve word problems with metric measurements; (8) find the areas of rectangles and triangles; (9) determine simple probabilities; (10) use data from charts and graphs to solve word problems; and (11) use formulas to solve problems. Sample test items are provided for each of the skill areas. (SLD)

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Texas Educational Assessment of Minimum Skills

Mathematics Objectives and Measurement Specifications 1986-1990 Grade 9

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Texas Educational Assessment of Minimum Skills

Mathematics Objectives and Measurement Specifications 1986-1990 Grade 9

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Division of Student Assessment
Texas Education Agency
Austin, Texas

FOREWORD

The learning objectives contained in this volume are congruent with the State Board of Education Rules for Curriculum which outlines the rules and procedures for implementation of Section 21.101 of the Texas Education Code. These objectives and the measurement specifications are provided for use by teachers and other educators responsible for pupil instruction and for test development specialists involved with the preparation of the Texas Educational Assessment of Minimum Skills (TEAMS) tests. Beginning with the 1985-86 school year, the TEAMS tests were based upon the objectives in this publication.

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TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

GRADE 9 MATHEMATICS

List of Objectives

Skill Area: Number Concepts

Objective 1. Identify the relationship between decimals, fractions, and percents.

Skill Area: Computation

Objective 2. Add and subtract fractions.

Objective 3. Multiply and divide decimals.

Skill Area: Problem Solving

Objective 4. Solve two- or three-step word problems using the basic operations.

Objective 5. Solve word problems using ratios, proportions, and percents.

Objective 6. Solve personal finance problems.

Skill Area: Measurement

Objective 7. Solve word problems involving metric/customary measurements using the basic operations.

Skill Area: Geometry

Objective 8. Find the areas of rectangles and triangles.

Skill Area: Probability, Statistics, and Graphing

Objective 9. Determine simple probabilities.

Objective 10. Use information from charts or graphs to solve word problems.

Skill Area: Algebraic Concepts

Objective 11. Use formulas to solve problems.

GRADE 9 MATHEMATICS

General Specifications

I. Test Questions/Items

A. All written material, including instructions, item stems, solutions, and answer choices will have vocabulary drawn from the Texas Education Agency (TEA) cumulative vocabulary list through Grade 8, except for proper nouns.

B. Word problems will represent various ethnic groups of populations in Texas. The three main groups are black, Hispanic, and white.

C. Word problems will be free of stereotyping by age, sex, ethnicity, and geographical location.

D. For each item, there will be four answer choices with only one correct answer.

E. Neither "none of the above" nor "all of the above" will be used as an answer choice.

F. Problem situations will be appropriate for ninth grade students.

G. All fractions will be written in vertical form.

H. Money problems will be written using decimal notation.

I. Decimals less than one will be shown with a zero to the left of the decimal point. This zero will not be counted when determining eligibility of numbers.

II. Test Package Format

A. The test will be printed in black ink on white paper.

B. Sufficient white space will be included on each page.

C. Type size will be appropriate for ninth grade students.

D. Test items and their corresponding answer choices will appear on the same page.

E. Graphic displays and their corresponding test items and answer choices will appear on the same or facing pages.

OBJECTIVES AND MEASUREMENT SPECIFICATIONS

SKILL AREA: NUMBER CONCEPTS

Objective 1

Identify the relationship between decimals, fractions, and percents.

Description of Test Items

1. Fractions will be limited to halves, thirds, fourths, fifths, sixths, eighths, and tenths.
2. Decimals will have a value less than one and will have no more than three digits.
3. Percents will be expressed with the symbol (%) and will be whole numbers less than 100.
4. All fractions will be less than one.
5. One item will pertain to each of the following:
   a. given a decimal, identify the equivalent fraction;
   b. given a decimal, identify the equivalent percent;
   c. given a fraction, identify the equivalent percent; or
   d. given a percent, identify the equivalent fraction.

Description of Answer Choices

1. The percent sign (%) will be used for answer choices identifying percent.
2. Incorrect answer choices will represent common errors in conversion.
3. Answer choices will not include fractions which are equivalent to each other.
4. Fractional answer choices will be presented in simplest form.

Examples of Test Item

(a) Change 0.35 to a fraction.

A $\frac{7}{20}$ (correct answer)

B $\frac{3}{5}$ (conversion error)

C $\frac{1}{35}$ (conversion error)

D $\frac{1}{5}$ (conversion error)

(b) Change 0.426 to a percent.

E 42.6% (correct answer)

F 426% (decimal error)

G 4.26% (decimal error)

H 57.4% (conversion error)

(c) Change $\frac{1}{4}$ to a percent.

A	25%	(correct answer)
B	14%	(conversion error)
C	40%	(conversion error)
D	2.5%	(decimal error)

(d) Change 30% to a fraction.

E	$\frac{3}{10}$	(correct answer)
F	$\frac{3}{1}$	(conversion error)
G	$\frac{1}{30}$	(conversion error)
H	$\frac{3}{100}$	(decimal error)

SKILL AREA: COMPUTATION

Objective 2

Add and subtract fractions.

Description of Test Items

1. Test items will be presented in either horizontal or vertical format with the symbol "+" or "-."
2. The value of a fraction or mixed number will not exceed 10.
3. Denominators and common denominators of fractions will not exceed 25.
4. Two problems will involve the addition of fractions, and two will involve the subtraction of fractions.

Description of Answer Choices

1. All answer choices will be presented in simplest form.
2. Some answers greater than one will be expressed as mixed numbers and some will be expressed as fractions. Forms will not be mixed in a single problem.

Examples of Test Item

(a) $\frac{3}{11} + \frac{9}{11} =$

A	$1\frac{1}{11}$	(correct answer)
B	$\frac{11}{12}$	(computation error)
C	$3\frac{6}{11}$	(incorrect procedure)
D	$1\frac{2}{11}$	(computation error)

(b) $9\frac{3}{8} - 4\frac{2}{3} =$

E	$4\frac{17}{24}$	(correct answer)
F	$4\frac{1}{8}$	(incorrect procedure)
G	$5\frac{7}{24}$	(computation error)
H	$5\frac{1}{5}$	(computation error)

(c) $\frac{13}{4} - \frac{1}{2} =$

A	$\frac{11}{4}$	(correct answer)
B	6	(incorrect procedure)
C	$\frac{11}{3}$	(incorrect procedure)
D	$\frac{9}{2}$	(incorrect procedure)

SKILL AREA: COMPUTATION

Objective 3

Multiply and divide decimals.

Description of Test Items

1. Numbers used in multiplication problems will not exceed three digits.
2. Divisors will be limited to two digits and dividends will be limited to four digits.
3. The multiplication problems will be displayed in both horizontal and vertical formats.
4. Division problems will be horizontal in the form $3.6 \div 4$ or $4\overline{)3.6}$.
5. All items will require only one operation.
6. Two items will pertain to multiplication, and two will pertain to division.

Description of Answer Choices

1. The correct answer choice will be the exact solution to the multiplication or division problem presented.
2. Incorrect answer choices will be place value errors, computation errors, regrouping errors, or incorrect procedures.

Examples of Test Item

(a)	4.9 X 8.07 =	A	39.543	(correct answer)
		B	42.63	(place value error)
		C	10.491	(incorrect procedure)
		D	38.736	(computation error)

(b) 5.46 - 1.3 =

E	4.16	(correct answer)
F	3.93	(computation error)
G	0.238 r 52	(incorrect procedure)
H	0.416	(place value error)

SKILL AREA: PROBLEM SOLVING

Objective 4

Solve two- or three-step word problems using the basic operations.

Description of Test Items

1. Problems will require the use of at least two or three basic operations with whole numbers.
2. Problems may require the use of money in whole dollar amounts.
3. All whole numbers will be less than 1000.
4. Division problems will not yield remainders.
5. Numbers will be written in numerical form.
6. Numerical information that is irrelevant to the solution of the word problem will be included in at least one of the test items.

Description of Answer Choices

1. All answer choices will be labeled appropriately.
2. The correct answer choice will be the exact solution to the word problem.
3. Incorrect answer choices will represent common errors in problem solving (e.g., wrong choice of operations or wrong order of operations) as well as common errors in computation.

Examples of Test Item

(a) Ramon delivered 84 papers in 4 hours, Jim delivered 56 papers in 2 hours, and Kay delivered 144 papers in 6 hours. How many more papers per hour did Kay deliver than did Ramon?

A	3 papers	(correct answer)
B	24 papers	(missing operation)
C	60 papers	(incorrect operation)
D	528 papers	(incorrect operation)

(b) It cost Mr. Thomas $450.00 to start a small business at home. In six weeks he collected $842.00 through the business and had $277.00 in expenses. How much profit did Mr. Thomas make through the business over the six weeks?

E	$ 115.00	(correct answer)
F	$1569.00	(incorrect operation)
G	$1015.00	(regrouping error)
H	$ 669.00	(incorrect procedure)

SKILL AREA: PROBLEM SOLVING

Objective 5

Solve word problems using ratios, proportions, and percents.

Description of Test Items

1. Problems involving proportions will require that three of the components be given.

$$\frac{\quad}{X} = \frac{Y}{Z}$$

2. Percents will be expressed using whole numbers.

3. Ratios will be expressed as: A:B, A to B, or $\frac{A}{B}$.

Description of Answer Choices

1. Incorrect answer choices will represent common errors in problem solving (e.g., wrong choice of operations) as well as errors in computation, and errors resulting from incorrectly setting up the proportion.

2. All answer choices will be appropriately labeled.

Examples of Test Item

(a) In the school election, the ratio of total votes cast for Wanda to total votes cast for Jan was 7 to 5. If 280 students voted for Wanda, how many students voted for Jan?

A 200 students (correct answer)

B 392 students (incorrect proportion)

C 315 students (incorrect operation)

D 460 students (incorrect operation)

(b) Maria had 25 balloons to inflate for a party. She accidentally popped 6 of the balloons. What percent of the 25 balloons did she accidentally pop?

E	24%	(correct answer)
F	41.6%	(incorrect proportion)
G	76%	(incorrect operation)
H	15%	(incorrect operation)

SKILL AREA: PROBLEM SOLVING

Objective 6

Solve personal finance problems.

Description of Test Items

1. A variety of the following will be used:

   a. banking,

   b. personal records,

   c. cost comparisons, and

   d. taxes.

2. Banking and personal records problems will be limited to amounts less than $1001.00.

3. Cost comparisons will determine the best buy when the cost of three or four similar objects measured in the same units are compared.

4. Taxation problems will involve computation of sales tax and/or total cost and income tax.

5. Taxation problems will involve amounts less than $5001.00.

6. Percents will be expressed in whole numbers.

Description of Answer Choices

1. All answer choices will be labeled appropriately.

2. The correct answer choice will be the exact solution to the word problem presented.

3. Incorrect answer choices will represent common errors in problem solving (e.g., wrong choice of operations or wrong order of operations) as well as common errors in computation.

Examples of Test Item

(a) Tina put $200.00 in a savings account at the bank. Her bank pays 8% interest annually on savings. At the end of a year, how much money will be in Tina's account?

A	$216.00	(correct answer)
B	$208.00	(incorrect operation)
C	$ 16.00	(missing operation)
D	$360.00	(computation error)

(b) Alice had a balance of $63.00 according to her bank book. She withdrew $5.00 on Monday and $8.00 on Wednesday to spend on presents for her brother. On Thursday she deposited $20.00. What was the balance of her account then?

E	$70.00	(correct answer)
F	$13.00	(missing operation)
G	$80.00	(computation error)
H	$96.00	(incorrect operation)

(c) Marcos is considering buying a car priced at $4725.00. The state sales tax would be 5% of this amount. How much would the car cost including the states sales tax?

A	$4961.25	(correct answer)
B	$4730.00	(incorrect operation)
C	$4775.00	(incorrect procedure)
D	$4488.75	(incorrect operation)

SKILL AREA: MEASUREMENT

Objective 7

Solve word problems involving metric/customary measurements using the basic operations.

Description of Test Items

1. Both customary and metric units will be selected from units of length, volume/capacity, weight/mass, and time.

2. If conversion to equivalent measures is required, a statement of equivalence will be given (e.g., 100 centimeters = 1 meter).

3. No conversion between metric and customary units will be required by an item.

4. Items will specify the units to be used in the answer.

5. Two problems will involve the use of metric units, and two will involve the use of customary units.

6. Abbreviations may be used for units of measure but only the abbreviation for inches will be followed by a period.

7. Eligible units of measure will be:

METRIC	CUSTOMARY
Length	
kilometer	mile
meter	yard
centimeter	foot
millimeter	inch
Area	
length units squared	length units squared
Volume and Capacity	
liter	gallon
milliliter	quart
	pint
	cup
	ounce

Weight and Mass

kilogram	pound
gram	ounce
milligram	ton

Time

year
month
week
day
hour
minute
second

Description of Answer Choices

1. The correct answer choice will be the exact solution to the conversion problem presented.

2. Incorrect answer choices will represent common errors in problem solving (e.g., wrong choice of operations) as well as common errors in computation.

3. All answer choices will be labeled appropriately.

Example of Test Item

A door is 2 meters tall. Mark is 194 centimeters tall. How many centimeters are there above Mark's head when he walks through the door?

(100 centimeters = 1 meter)

A	6 centimeters	(correct answer)
B	16 centimeters	(computation error)
C	20 centimeters	(problem solving error)
D	2 centimeters	(computation error)

SKILL AREA: GEOMETRY

Objective 8

Find the areas of rectangles and triangles.

Description of Test Items

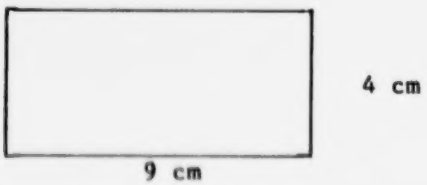
1. Figures may include any type of triangle.
2. Dimensions will be limited to whole numbers.
3. Questions will show a figure with a minimum number of appropriate parts labeled. The altitudes of triangles will be shown with dotted lines.
4. No formulas will be given.
5. Abbreviations will be used for units of measure but only the abbreviation for inches will be followed by a period.

Description of Answer Choices

1. All answer choices will be expressed in square units.
2. All square units will be abbreviated, but only the abbreviation for inches will be followed by a period.
3. Incorrect answer choices will represent a misunderstanding of the concept of area as well as common errors in computation.

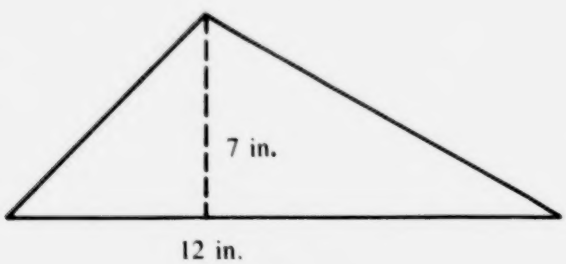
Examples of Test Item

(a) What is the area enclosed by the rectangle below?



A	36 cm^2	(correct answer)
B	26 cm^2	(misunderstanding of area: perimeter)
C	13 cm^2	(incorrect operation)
D	169 cm^2	(incorrect operation)

(b) What is the area enclosed by the triangle below?



E	42 $in.^2$	(correct answer)
F	84 $in.^2$	(computation error)
G	56 $in.^2$	(incorrect formula)
H	19 $in.^2$	(incorrect operation)

SKILL AREA: PROBABILITY, STATISTICS, AND GRAPHING

Objective 9

Determine simple probabilities.

Description of Test Items

1. Items may not include dice, cards, or other gambling devices.
2. Items will describe only independent events.

Description of Answer Choices

1. Answer choices will be in fractional form or "out of" form.
2. Answer choices need not be simplified.

Examples of Test Item

(a) Without looking, pick a jelly bean from a jar containing 4 red and 2 green jelly beans as well as 1 orange and 1 yellow jelly bean. What is the probability that you will draw a red jelly bean?

A	4 out of 8	(correct answer)
B	4 out of 12	(incorrect operation)
C	2 out of 12	(incorrect operation)
D	2 out of 8	(incorrect operation)

(b) A manufacturer tested 100 light bulbs and found 5 defective and 95 not defective. Based on these results, what is the probability that the next bulb manufactured will be defective?

E $\frac{5}{100}$ (correct answer)

F $\frac{1}{2}$ (incorrect operation)

G $\frac{95}{100}$ (incorrect operation)

H $\frac{5}{95}$ (incorrect operation)

SKILL AREA: PROBABILITY, STATISTICS, AND GRAPHING

Objective 10

Use information from charts or graphs to solve word problems.

Description of Test Items

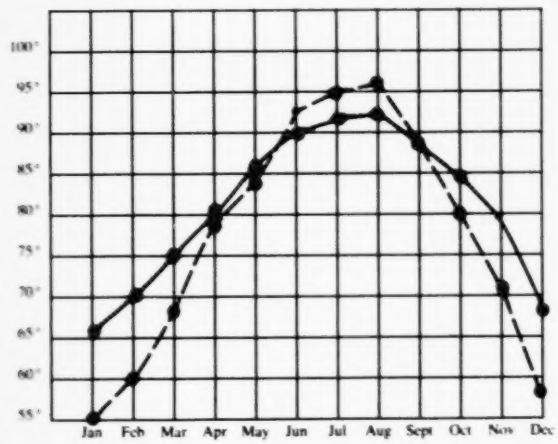
1. Charts, tables, and graphs are eligible for inclusion.
2. Types of graphs will include only bar, line, circle, or picture graphs.
3. Whole numbers will not exceed three digits.
4. All items will require one or two operations other than direct interpretation of the graph.
5. Graphs will not require interpolation of any units other than half units.
6. Information to solve each problem will be obtained from the chart, table, or graph as well as the problem.

Description of Answer Choices

1. All answer choices will be labeled appropriately.
2. The correct answer choice will be the exact solution to the word problem presented.
3. Incorrect answer choices will represent common errors in problem solving (e.g., wrong choice of operations) as well as the use of incorrect data.

Examples of Test Item

AVERAGE MONTHLY HIGH TEMPERATURES FOR CORPUS CHRISTI AND DALLAS



(a) On April 4, 1984, the high temperature in Corpus Christi was 72° Fahrenheit. How much below the average high temperature for April was that?

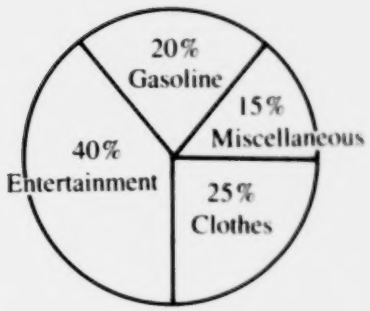
A 8 degrees (correct answer)

B 72 degrees (missing operation)

C 88 degrees (computation error)

D 6 degrees (incorrect operation)

Mary's Budget



(b) Mary earns $200.00 per month at her after-school job. The circle graph shows her budget. How much has she allowed for clothes each month?

E $50.00 (correct answer)

F $25.00 (missing operation)

G $80.00 (incorrect operation)

H $20.00 (problem solving error)

SKILL AREA: ALGEBRAIC CONCEPTS

Objective 11

Use formulas to solve problems.

Description of Test Items

1. Problems may use the following formulas:

   a. Volume of a cube: $V = s^3$

   b. Volume of a rectangular solid: $V = lwh$

   c. Area of a circle: $A = \pi r^2$, using 3.14 for π

   d. Interest: $i = prt$

2. The formulas will be given as a group on the same or facing pages as the problems.

3. A rectangular solid will have all three dimensions clearly labeled.

4. A cube may have only one edge labeled and be accompanied by a problem that says, "Find the volume of the cube."

5. Items may contain decimal numbers but not fractions.

6. Abbreviations will be used for units of measure but only the abbreviation for inches will be followed by a period.

Description of Answer Choices

1. All answer choices will be appropriately labeled.

2. Incorrect choices may reflect a result obtained from choosing the wrong formula or common computation errors.

3. Answer choices will be comprised of whole numbers and decimal numbers but not fractions.

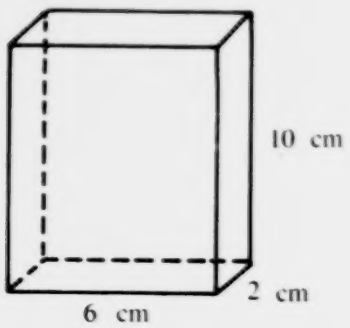
4. Abbreviations for square and cubic units will be in the form: unit^2 and unit^3 (e.g., m^2, cm^3, $in.^2$, ft^3, yd^3).

Examples of Test Item

Select the appropriate formula and solve problems (a) and (b).

$V = s^3$
$V = lwh$
$A = \pi r^2$ using 3.14 for π
$i = prt$

(a) Find the volume of the box represented below.



A 120 cm^3 (correct answer)

B 18 cm^3 (incorrect operation)

C 36 cm^3 (incorrect operation)

D 62 cm^3 (incorrect operation)

(b) Mrs. Martin borrowed $400.00 at 12% simple interest per year. If she pays back the loan at the end of three years, what is the total she must pay back?

E	$544.00	(correct answer)
F	$480.00	(incorrect application of formula)
G	$415.00	(incorrect operation)
H	$436.00	(incorrect operation)

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11248 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

Texas Education Agency
Austin, Texas
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